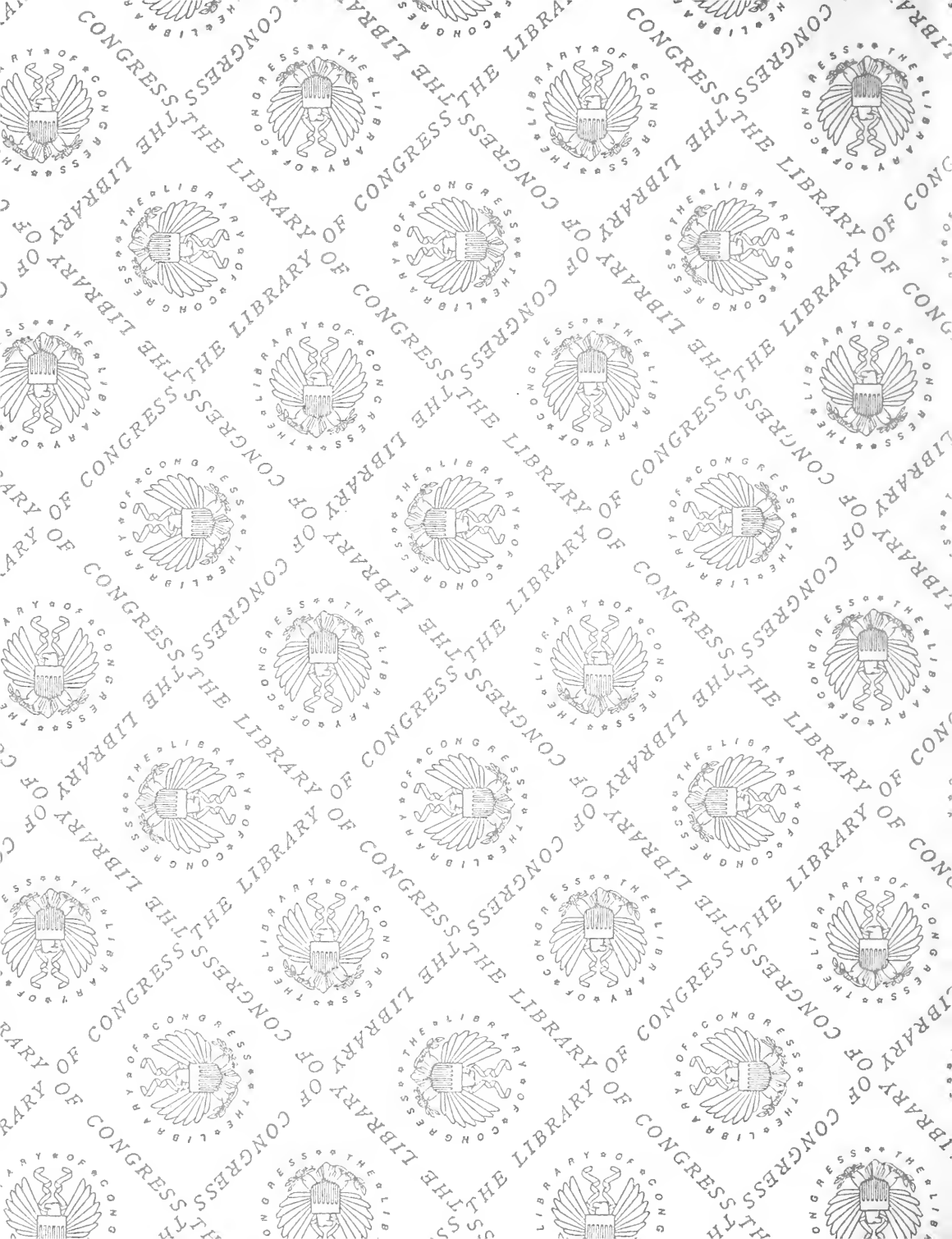
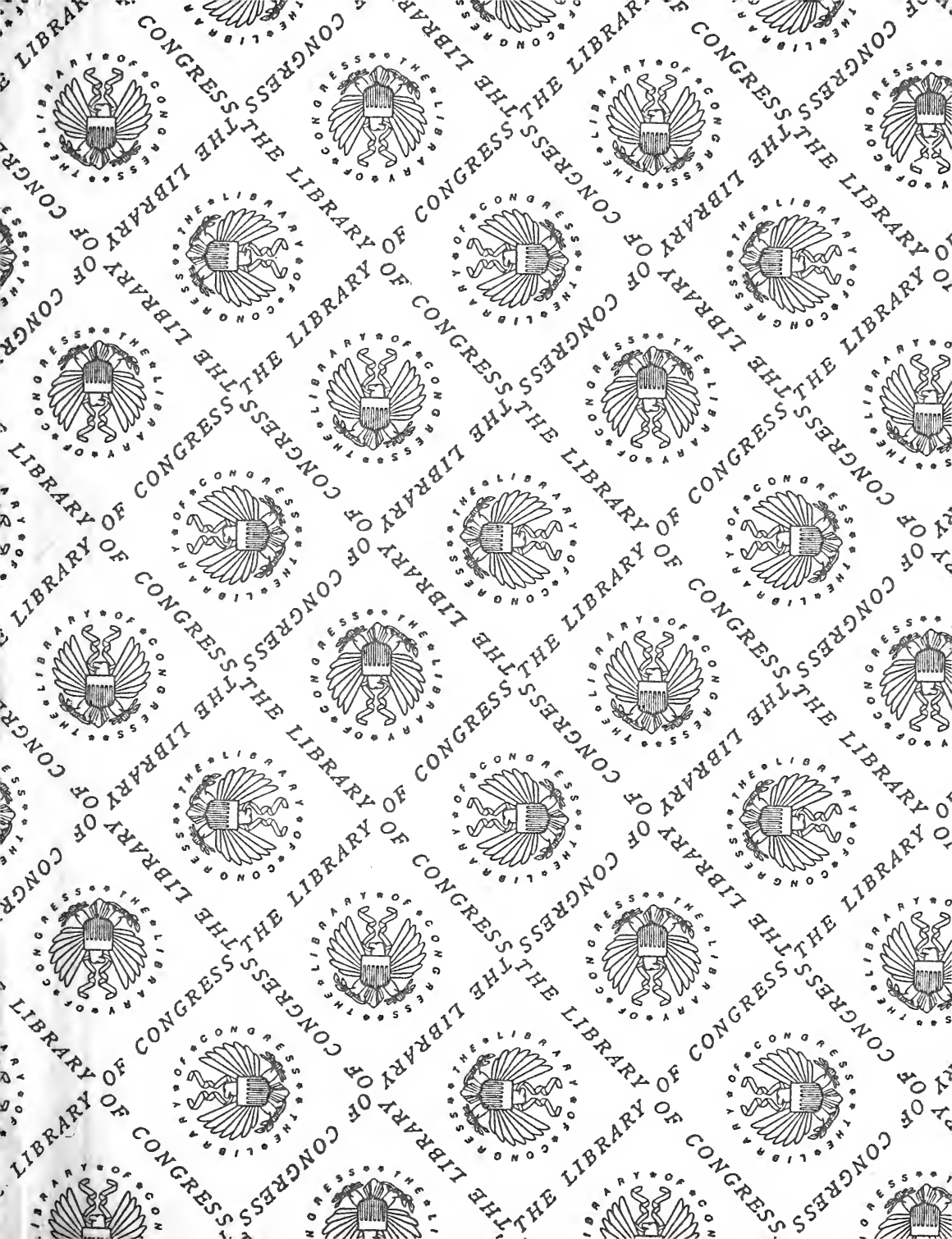


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THE HAMPTON  
NORMAL AND  
AGRICULTURAL  
INSTITUTE

AND ITS WORK FOR

NEGRO AND  
INDIAN YOUTH





# Hampton Normal and Agricultural

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Institute

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AND ITS WORK FOR

Negro and Indian Youth

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1898

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# The Hampton Normal and Agricultural Institute

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Beginning in 1868 with two teachers and fifteen students in the old barracks left by the Civil War, the Hampton School has grown, until at the beginning of the present year there were on the grounds 1001 students; of these 135 are Indians representing ten states and territories; 361 are children coming from the immediate neighborhood, who are instructed in the Whittier Primary School. There are 630 boarders—383 boys and 247 girls. Of the eighty officers, teachers and assistants about one half are in the industrial department.

Instead of the old barracks, there are now over fifty-five buildings including, dormitories, academic and science buildings, a large trade school, domestic science and agricultural buildings, a beautiful church, a large saw mill and shops where students help to earn their board and clothes and receive instruction in blacksmithing, wheelwrighting, painting, house building, cabinet making, upholstery, shoemaking, tailoring, harness-making, printing and engineering. Two large farms with greenhouses, barns, and experiment stations give employment to stu-

dents and instruction in agriculture. The laundry, dining rooms, kitchens and sewing rooms give employment to the girls and in them they receive instruction in sewing, dressmaking, laundering, and other branches which fit them to instruct their people in these lines. All the domestic work of the place is performed by the students. The average age of the pupils is nineteen years.

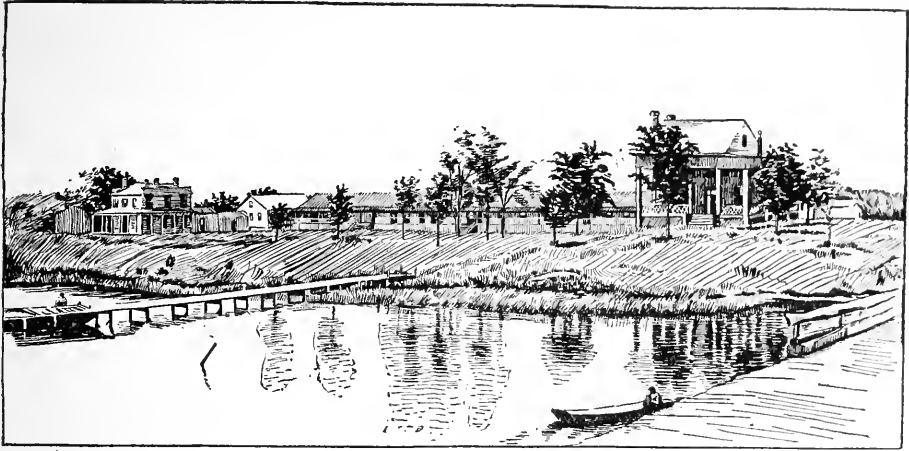
In 1870, this institution was chartered by special act of the General Assembly of Virginia.

### **Control**

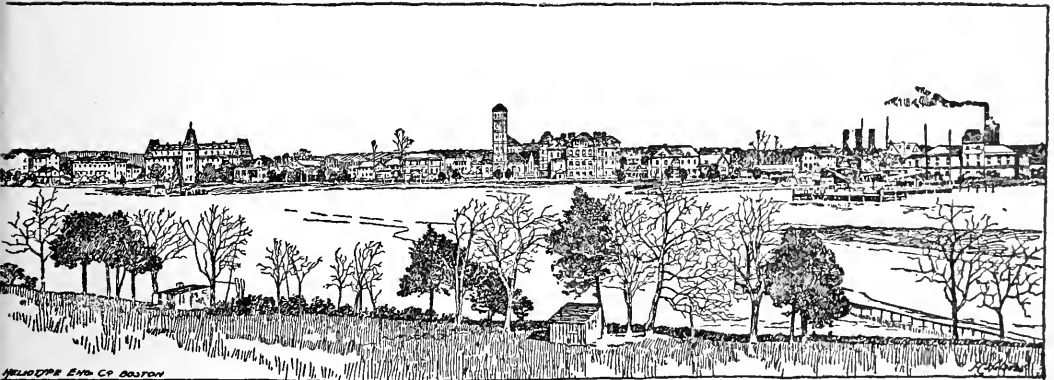
It is not owned or controlled by state or government but by a Board of seventeen Trustees, representing different sections of the country and six religious denominations, no one of which has a majority. The more important matters of finance are referred to the Executive Committee of the Board, and all endowment funds are cared for by the Endowment Committee in New York City. All moneys for legacies are placed in the endowment, or, in rare cases, when unrestricted, used for permanent improvements. A Board of Curators is appointed by the Governor of Virginia to report to the State on the use of \$10,000, interest on one third of the Land Scrip Fund of Virginia, appropriated to the school toward the agricultural and military training of its students.

Twenty-five years ago the imperative need of the Negro was teachers in the country public schools of the South, who could show the people by example, as well as by precept, how to live, how to get land and build decent houses. This

### **The Aim**



HAMPTON INSTITUTE 1868.



HAMPTON INSTITUTE 1898.

need still remains, but, with the improvement of the colored race, more thoroughly equipped teachers are necessary, not only for the public schools, but for the work shops, and for the industrial and agricultural schools that have started up all through the South and among the Indians of the West. To meet this need Hampton provides an Academic Department with a corps of able teachers, most-

**Academic** ly graduates of normal schools and colleges, who give thorough instruction in the English branches. Beside this, manual training is given to the boys, and sewing, cooking and bench work to the girls. Those of the boys who show aptitude for trades in the manual training classes can receive

**Trades** thorough instruction in the Trade School, a building costing \$50,000 and especially adapted to the work. Competent instruction in carpentry, wood turning, cabinet making, brick-laying, plastering, wheelwrighting, blacksmithing, painting, machine work and mechanical drawing carry students through a systematic course in their different departments, fitting them to be teachers of trades. Chance is also given to do actual work in the sixteen productive industries on the school grounds.

Those of the girls who wish trades can be admitted into the Domestic Science depart-

**Domestic Science** ment where they are fitted to be teachers of sewing, cooking, and laundering, with an opportunity to do actual work in the school's laundry and kitchen.







All students of the school receive instruction in agriculture, but those who wish to devote themselves especially to it can receive special instruction in the Agricultural department, with experiments in the laboratory and practical work upon the school's two farms.

### **Agriculture**

Those who wish to fit themselves to become teachers in the public schools, after graduation from the Academic department, enter the Normal department, where they receive instruction in methods of teaching and have practice in the Whittier School, in which there are over three hundred children, with kindergarten and classes in cooking, gymnastics, sloyd, and the English branches.

### **Normal**

The boys are formed into a battalion under the Commandant of Cadets, a graduate of the school, from whom they receive military drill and gymnastic training.

### **Discipline**

A United States officer from Fort Monroe assists in this work. The care of persons, quarters, and grounds are largely under the care of the officers of the school battalion. The girls are similarly organized under their matrons and are instructed in habits and manners.

The school is non-sectarian but earnestly Christian.

### **Moral and**

### **Religious**

Careful instruction in the Bible is given by teachers representing different denominations. The Chaplain is assisted by the clergymen of Hampton in the religious work of the school.

Six thousand young people of the Negro and Indian races have had the advantages of the school's training and gone out as teachers, farmers, and business men, to lift their people to a higher level. Nearly 1,000 have graduated from the school's Academic department and of these 90 per cent. have become teachers. The great majority have gone into the public schools. Whole counties have been transformed by their work. Homes, churches, and schools have been built, land purchased, and the morals of the community improved.

Booker T. Washington, a graduate of Hampton, founded the Tuskegee School in Alabama, and over forty other graduates have gone to help him in his work. Schools at Calhoun and Mt. Meigs, Alabama, Kittrell, North Carolina, Lawrenceville and Gloucester, Virginia, are established on the Hampton plan and carried on by graduates of the school. Under the teachers who have gone out from Hampton and its offshoots more than 150,000 children have received instruction. Of the 500 Indians who have been trained at Hampton, 87 per cent are engaged as teachers, farmers, missionaries and in other regular occupations. Twenty years ago, Capt. Pratt

### **Admission of Indians**

brought fifteen prisoners of war from Fort Marion, St. Augustine, to Hampton and remained there one year bringing in the meantime other Indians from the West. So successful was that first experiment in industrial education that

Carlisle School was established and now hundreds of thousands of dollars, which were formerly devoted to fighting the Indians, are given by the government to training their children in industrial schools.

Hampton has given an impetus to industrial education among the Negroes which is felt in every state of the South. But 75 per cent of the race still live in one-room cabins on rented land, in ignorance and poverty. Teachers of agriculture and home builders are needed.

There is danger that the blacks will lose the trades, which were their best heritage from slavery, unless industrial education is pushed. Well trained young women must go out to reconstruct the homes.

The school now has a property worth over \$600,000, free from debt, and an endowment fund of over a half million. It receives aid through the state of Virginia for its agricultural work and from the general government toward the board and clothes of Indians, but it is obliged to appeal to the public for \$80,000 a year.

### **Finances**

The Slater Fund Board makes a generous yearly appropriation toward its trade school work, and help is received from the Peabody Fund, but the school depends for the large part of its yearly expenses upon charitable contributions.

Our colored students come largely from the country districts where many of them have struggled to help their parents to purchase the little homes in which they live.

They must have a chance to earn a large part of their board and clothes for they can furnish but little money. To provide them with work is expensive but vastly better than to give them direct aid.

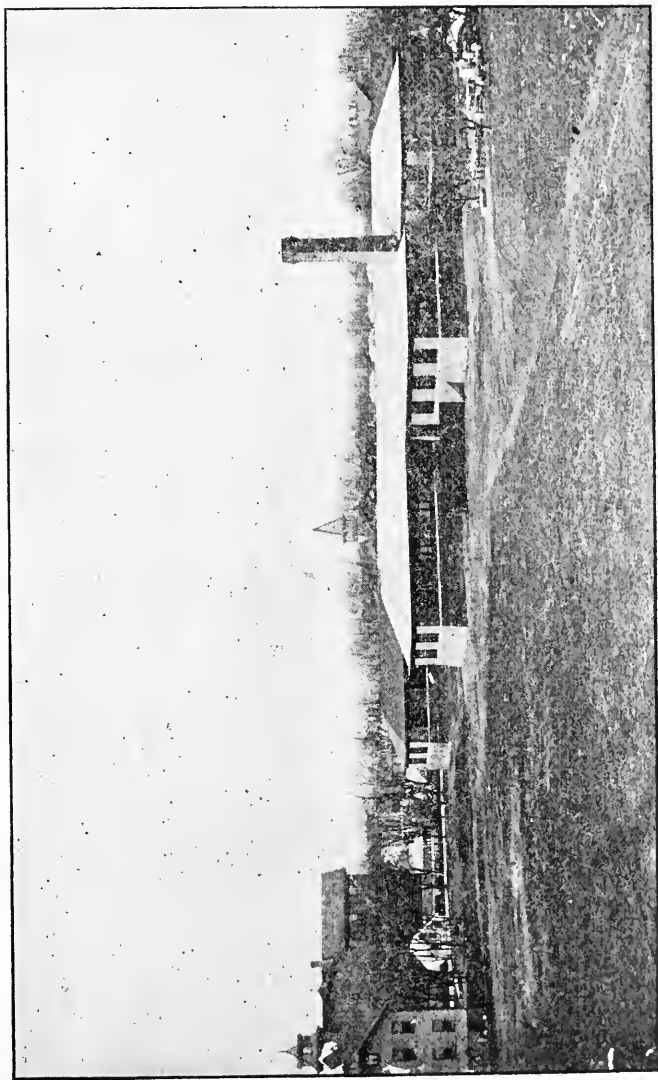
The tuition of \$70, which provides the salaries of their academic, trade, and agriculturur instructors, must be provided by northern friends.

The board and clothes of our Indian pupils are provided by an annual appropriation of Congress, but \$70 scholarships are asked to provide their tuition.

Scholarship letters are written by those receiving aid to those who give it and thus a personal relation is established which is often of comfort and help to the donor and recipient. Every effort is made to keep from pauperizing students. The \$70 scholarship provides for these students no more than is given by endowments to the sons of the wealthy in northern colleges.

### **Scholarship Letters**

The North and South are working together for the Negro for whose education the latter has given in taxation since 1870, mostly from the whites, about sixty millions of dollars, and the former in donations about twenty millions. About a million a year now comes from the North and over three millions yearly from the southern states for Negro schools. The South supports the free schools; the North maintains institutions for providing them with teachers.



ARMSTRONG AND SLATER MEMORIAL TRADE SCHOOL.

\$37,000 have been raised for the erection of the Armstrong and Slater Memorial Trade School building where 80 students are learning trades. \$14,000 are asked for its completion and equipment.

### **Needs.**

More dormitories are needed for our increased number of students.

Our library and library building must be enlarged. Good books for our travelling libraries to send to graduate teachers in the country districts are of great service.

The school's printing press has been in constant use for more than twelve years. A new one must soon take its place.

The *Southern Workman*, a twenty page paper, is printed monthly by the students on the School press and contains valuable information in regard to Negroes and Indians. Subscription price, \$1.00 a year.

Gen. Armstrong, the founder and for twenty-five years the principal of the school, gave his life to it. In a memorandum

### **Gen. Armstrong's**

### **Message**

found with his will occur these words, "Hampton must not go down. See to it you who are true to the black and red children of the land and to just ideas of education."



Gifts may be sent by check on any bank, by registered letter or postal order to J. J. Wilson, Assistant Treasurer, Hampton, Virginia, or to the undersigned.

H. B. FRISSELL,

*Principal,*

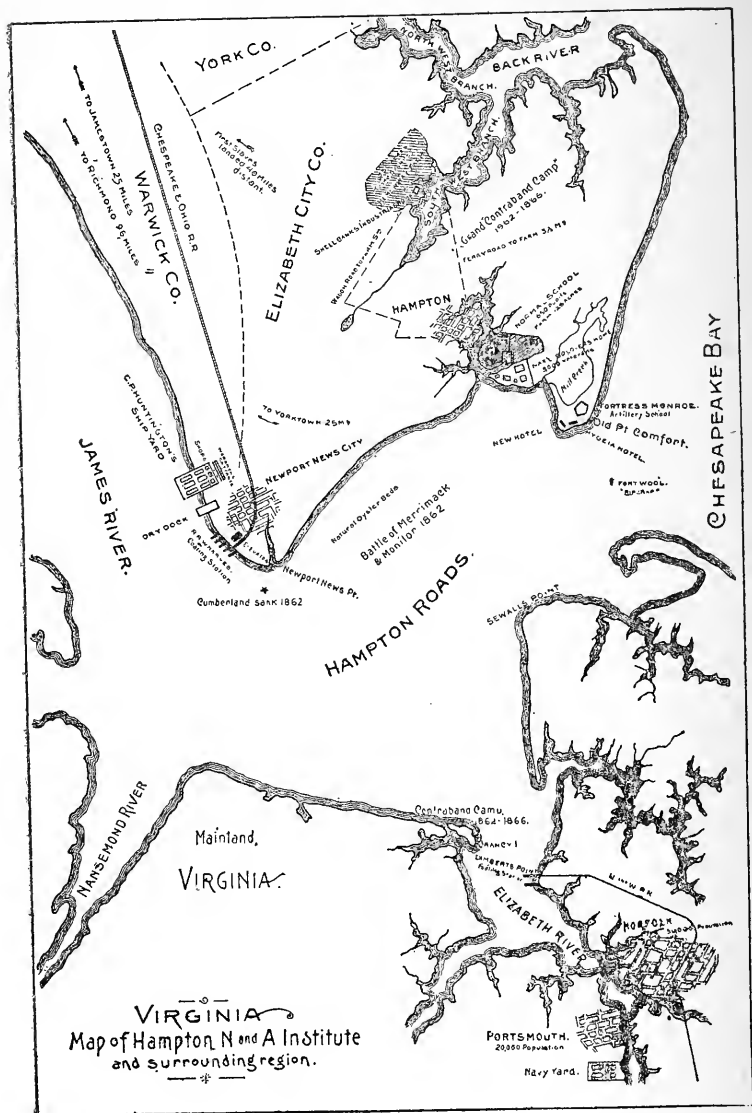
Hampton, Va.,

January, 20, 1898.

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### **FORM OF BEQUEST**

*I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Virginia, the sum of \_\_\_\_\_ dollars payable, &c., &c.*



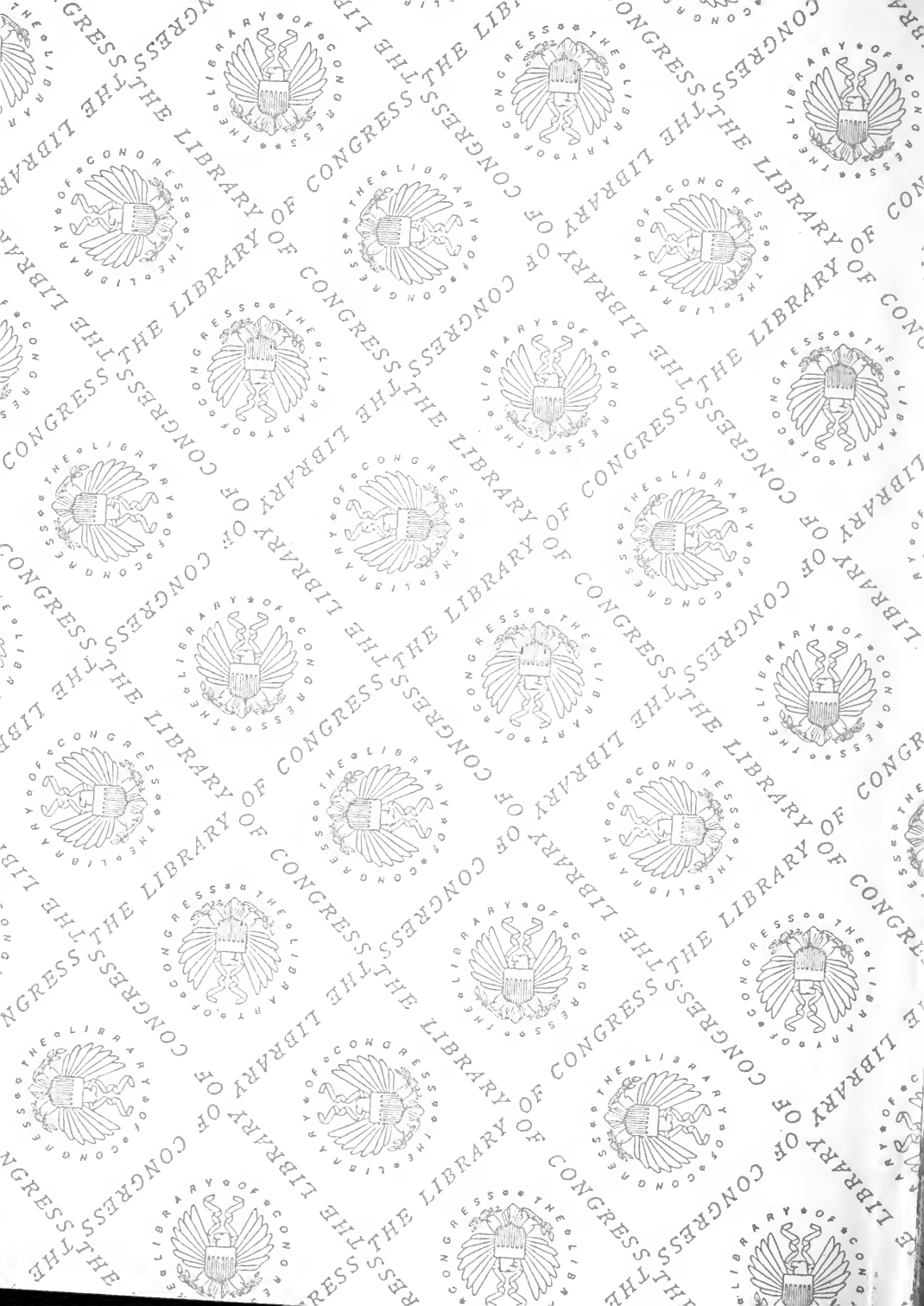
















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